DOCUMENT RESUME

SP 001 976

ED 024 655

By- Stone, James C.
Statewide Plans for Student Teaching: One Step Further.
Pub Date [68]
Note- 8p.
EDRS Price MF-$0.25 HC-$0.50
Descriptors- *Administrative Organization, *Educational Innovation, Field Experience Programs, Higher Education, *Institutes (Training Programs), *Professional Education, *Teacher Education
Identifiers- Educational Professions Institute

Teacher education is a stepchild--unwanted by colleges, permissively accepted by schools, allowed in any and all forms by state departments of education, tolerated by the profession. Attempts to reform teacher education have failed to recognize that the social institutions in which teacher education is embedded (schools, colleges, and state departments of education) were created by society to preserve the status quo rather than to bring about change and innovation. Therefore, a new organizational structure for professional education, the Educational Professions Institute (EPI), is proposed. Leadership for EPIs would be provided by separate units in state departments of education. Nevertheless, EPIs would be separate agencies of higher education with distinct, unique, and differentiated functions. Drawing their faculty from colleges, schools, and communities in which they were located, they would be largely postgraduate institutions, although they might admit students at any point in their college careers when they were deemed ready to begin a semester of professional education. As prestige agencies, EPIs would pay higher salaries than traditional colleges, universities, and school systems. They would train both teachers and teachers of teachers, and their research activities would focus on the teaching-learning process. (Author/SG)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 024655

Statewide Plans for Student Teaching
ONE STEP FURTHER

James C. Stone
Professor of Education
University of California-Berkeley

Part I. The Problem and Presently Proposed Solutions

In a nutshell, the problem is that teacher education is a stepchild--unwanted by the colleges, permissively accepted by the schools, allowed in any and all forms by state departments of education, tolerated by the profession. And if this is true of teacher education generally, it is even more true of student teaching, which is the low man on the professional education totem pole with everyone except student teachers themselves. For the purpose of this position paper, the reader should keep in mind that student teaching should be understood to mean observation, participation, simulated teaching, assistant teaching, internship, externship, and other field experiences which are part of a teacher education program.

Let us examine the charges made above--about the colleges, the schools, state departments of education, the profession--and some recently proposed solutions. Then let us try our hand at creating a new structure.

Unwanted by the Colleges. Most colleges, as institutions, have failed to take seriously their responsibility to educate teachers. Their efforts largely have been incidental--tangential to other (and more important) missions such as preparing liberal arts graduates or, at the professional level, doctors and lawyers. Certainly, in the present most crucial need of teacher training--preparing teachers of the disadvantaged--most colleges are far removed from the problem. Since institutions of higher education have not taken seriously this social obligation of teacher training, since they cannot be forced into active social responsibility, and since the most significant aspect of this training occurs in classrooms of children, why not move this unwanted stepchild from the colleges? As the new foster parents for teacher training, Burns has proposed the public schools:

> In public higher education this would involve a simple shift of funds, along with responsibility, from higher to public education. It need not cause any fiscal problem. . . . Such a shift would create in every school system a division of preservice education--admittedly another bureaucratic level, but at least, one that is closer to the operational level and not so removed as now, bound up as it is in the bureaucracies, politics, and distractions in higher education.[1]

The education of teachers long has been recognized as a state responsibility along with public education itself. State departments of education are organized to administer to the needs of local schools, they administer certification and accreditation functions, and adding to their budgets funds now given to public

---

[1]Burns, Hobert. Special Bulletin. Washington, D. C.: NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, December 1967, p. 1.

SP001976

higher education for teacher education would be a simple financial and personnel shift. The teacher-training personnel in private colleges also could become school employees, and state departments could retool to carry on a statewide coordinated program of professional education, including student teaching. Certainly, giving the schools the exclusive responsibility for professional education under state department coordination would be an improvement over the present haphazard system, particularly in student teaching. And I'd settle for this right now as a starter. However, since such a move merely substitutes the tradiational hobbles and disinterest of the college for the equally traditional hobbles and inadequacies of public education, the sooner we vigorously move to radically modify the establishment, the better for teacher education.

I propose that we must go one step further.

Permissively Accepted by the Schools. For years schools merely accepted teachers trained by the colleges, however adequate or inadequate the training was, and sent them back to the colleges for refresher courses and advanced degrees. Similarly, the public schools have merely accepted student teachers and permissively provided them with whatever laboratory experiences the college sought . In more recent times, school systems have developed their own in-service education programs which teachers have flocked to and generally applauded. A recent study sponsored by the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth[2] queried over a thousand participants in Titles I and III in-service education programs organized by local districts. The overall finding was that these participants were pleased with the programs and were convinced they contributed to their becoming more effective and sensitive teachers.

Adding these findings to others with similar conclusions, it would be logical for the schools to become the preservice educators of teachers also. For the increasing numbers of public schools involved in internship programs, this would be a simple step. Assistant superintendents in charge of staff development are occurring with greater frequency in the schools, and such persons are the obviously qualified individuals to direct and organize preservice teacher education as they now successfully organize and direct in-service teacher education. A benefit would be to forever close the gap that so long has existed between preservice and in-service education and which internship programs were expected to achieve but which a few have achieved. Drawing on the models delineated by the Joint Committee on State Responsibility for Student Teaching,[3] the state organization structure for teacher education--public school focus--is shown in Figure I.

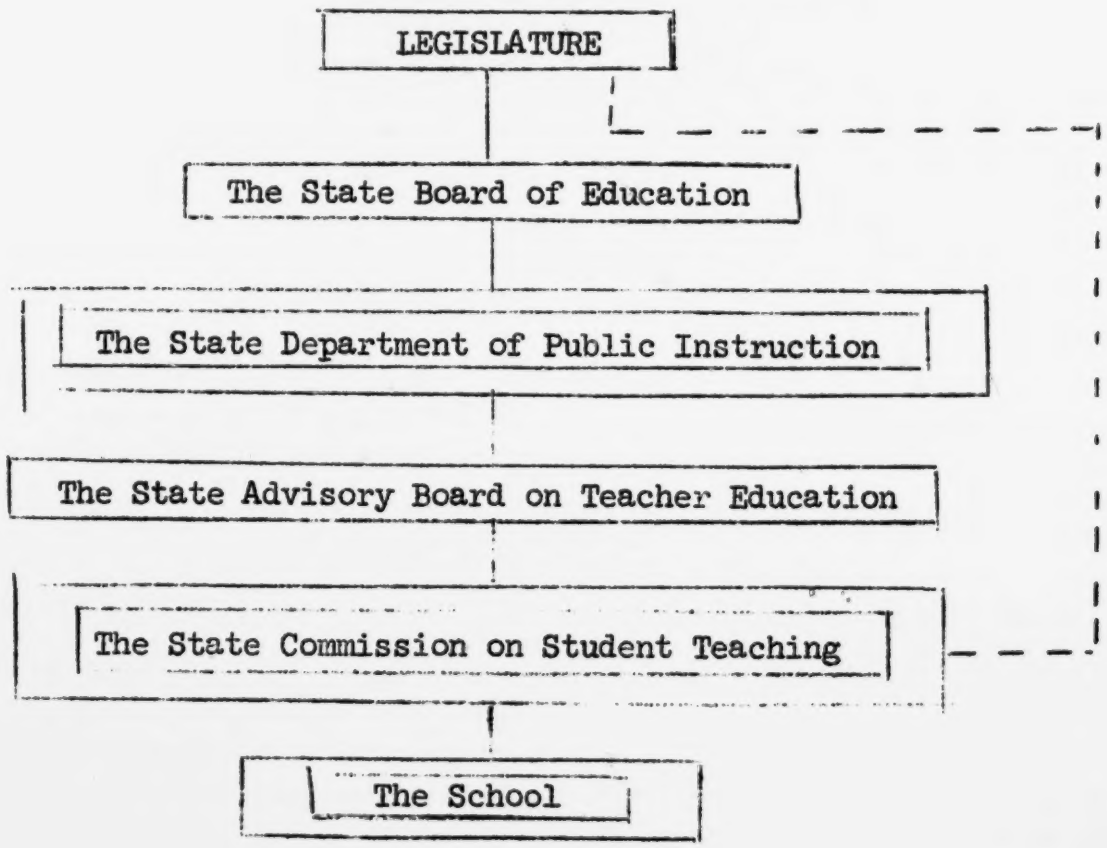
---

[2]Does Teacher Training Train Teachers? Report of the California Component of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, to be published in January 1969 by Jossey-Bass Publishers, Inc., San Francisco.

[3]A New Order in Student Teaching. Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1967.

Figure I

ORGANIZATION FOR TEACHER EDUCATION--PUBLIC SCHOOL FOCUS


LEGISLATURE
The State Board of Education
The State Department of Public Instruction
The State Advisory Board on Teacher Education
The State Commission on Student Teaching
The School

KEY: Policy Development

Policy Execution

-------- Flow of Funds

_____ Delegation of Responsibility

Not a bad model, but will it ever see "the light of day"? I doubt it. The present establishment is too deeply entrenched in its present ruts. The sooner we vigorously move to radically modify the establishment, the better for teacher education.

I propose that we must go one step further.

Allowed in Any and All Forms by State Departments. The education of teachers long has been recognized as a state responsibility. Originally, states tooks this obligation seriously and provided special institutions--the normal school, the teachers college--as their prime vehicle. The last decade has seen the demise of these institutions solely for the education of teachers. Most have evolved into state colleges equally interested in the education of all occupational groups, in-

cluding teachers. Gradually, teacher training has lost its importance in these institutions, and their more recent conversion to state universities has continued and hastened the decline of interest in teacher education on the collegiate level.

Meanwhile, state departments of education have been content with confining their teacher education obligations to the certification of teachers and the accreditation of colleges for teacher education. In most states the accreditation function amounts to an approval system based primarily on whether the institutions offer the specific courses prescribed by the certification office. And, as the Joint Committee points out, in the area of student teaching, state departments have failed to provide leadership:

> Thus a no-man's-land is created for the college-school function of student teaching which is typically characterized by dual administration, improper financing, and conflicting supervision.[4]

The Committee has recommended a number of models in which the responsibility of state agencies goes far beyond the quantitative routines performed by most state departments and emphasizes instead their qualitative responsibility to develop and support state policies and procedures for student teaching which:

1. Assure standards
2. Avoid haphazard overlap of function or responsibility
3. Assure opportunity for developing and testing new approaches
4. Assure support and commitment to teacher education
5. Guarantee the right of any individual, group, or institution to an orderly and objective hearing of initiative or dissent
6. Establish an equitable system of developing and maintaining policies, procedures, and standards of student teaching.[5]

Few can quarrel with these recommendations. Many would be skeptical of their becoming realities within the present establishment. I for one am convinced that the sooner we vigorously move to radically modify the establishment, the better for teacher education.

I propose that we must go one step further.

Tolerated by the Profession. World War II created a critical shortage of teachers and was followed by an unprecedented increase in the birth rate which simply worsened the teacher shortage. Out of this crisis came the "professional standards

---

[4] Ibid., p. 21.

[5] Ibid., p. 36.

movement" in which the National Education Association took the leadership through the formation in 1946 of its Commission on Teacher Education and Professional Standards. While all of us connected with this movement over the past twenty-five years--at local, state, and national levels--can enthusiastically testify about its many accomplishments, the simple fact is that, despite these efforts, the average teacher still is disinterested in and uninformed about teacher education and the professional processes, such as certification, accreditation, personnel standards, and the like, which undergird and support it. If you doubt this statement, look around at the next school conference you attend. Check how few general sessions are given over to the topic of student teaching. Visit the section meetings or interest-group discussions and note the paucity of teachers in the meetings on trainings or certification or accreditation or ethics, in contrast to the standing-room-only signs on doors marked "Salary," "Negotiating Councils," "Collective Bargaining," etc. Check on who goes to conferences on student teaching--a few public school teachers, yes, but mostly college professors. We can't blame the teachers--we have never really opened the doors of teacher education to them. When it comes to student teaching, we college people have given a few "master teachers" a look inside, but we have not dared to let them even get further than recommending the grade the student teacher should receive. (We, the college supervisors, who only visit the student teacher about two or three times a semester, are empowered with the final judgment!)

We could open the door wider--make supervising teachers faculty members, give them teaching responsibilities for the whole professional sequence instead of the student-teaching problems seminars we typically toss to a few of them. Any such moves would be in the right direction. A few institutions have done this and the teachers, with a real stake for the first time, have become enthusiastically involved in their new professional roles. These islands are promising models for others to emulate. But we are working against the long-standing traditions of the present establishment. The sooner we vigorously move to radically modify the establishment, the better for teacher education.

I propose that we must go one step further.

Part II. Create a New Structure

All attempts to reform teacher preparation and student teaching in particular[6] have failed to recognize that the social institutions in which teacher education is embedded--the schools, the colleges, state departments of education--were created by society for the purpose of not bringing about change and innovation, of preserving the status quo. As guardians of the establishment, the schools, institutions of higher education, and regulatory agencies of the state were specifically

---

[6]There have been many reform efforts. Among the major attempts have been the Commission on Teacher Education of the American Council on Education (1938-1946); the NEA TEPS Commission (1946-); the Fund for the Advancement of Education (1950-59); the Ford Foundation's "Breakthrough Programs" (1960-66); NDEA, ESEA, and other federal grants (1964-). The purpose and achievements of these projects are summarized in Stone, James C. "Reform or Rebirth." NEA Journal 57: 23-25; May 1968.

created to see that change does not take place. The primary function of these educational agencies--in common with education since the days of primitive man--is to pass on the cultural heritage to the upcoming generation. Designed to preserve "what is," they have been staffed largely by those who are wholly committed to this end. Few teachers, for example, see their role as "agents of change" rather than "mediators of the culture." The result is that reform efforts have done little to break the patterns of traditional teacher education, including the traditional arrangements for carrying on student teaching.

As long as teacher education, including student teaching, remains fixed the concrete of college, public school, and state department traditions, it likely will remain substantially as it is now, and reform efforts will continue to come and go without making an appreciable impact on either higher education or public education, or state departments of education, where teacher training, including student teaching, has its roots.

If ever we hope to break what George Counts, writing some twenty-five years ago, called "the lock-step in teacher training," we must create new organizational structures--we must be willing to go one step further than modifying the present establishment. We need to cut the ties, plow under the college-school ruts in which student teaching is quagmired, and begin fresh.

EPI. Drawing on the successful experiences (and freedom from tradition) of college and school faculties in conducting summer and school-year in-service NDEA and ESEA institutes and the enthusiasm of teachers who attended them, we propose the creation of EPI's (Education Professions Institutes)--year-round centers for the professional training of teachers. The institutes would be funded by the state, but they might be administered in a variety of ways--by the state, the region, or the local community, or in combination. In either event the state department of education would have a direct leadership role, both administrative and consultative. EPI's would be a natural extension of the state's responsibility for teacher education, including student teaching. (Or better stated, it would be a case of the state's returning to itself the responsibility it always has had but has failed to exercise since the teachers colleges folded.)

EPI's would be separate agencies of higher education with a distinct, unique, and differentiated function. They would draw their faculty from the colleges, the schools, and the communities in which they were located. While largely post-graduate institutions, they might admit students at any point in their college career when they were deemed ready to embark on a semester of professional education. During any semester of enrollment, a teacher-to-be would be paid by the state as a student teacher. Teachers in service would enroll in the institute for weekend, afternoon-evening, or summer colloquiums, workshops, conferences, seminars, sabbaticals, and the like, using scholarships provided by the state and federal governments.

This type of structure is envisioned as a prestige agency, paying better salaries, for example, to its faculty than do traditional colleges, universities, or school systems. This would be a truly professional graduate school-analogous to the medical school, the law school, the divinity school. It would train both teachers and teachers of teachers, the latter in conjunction with colleges and universities. Its research activities would focus on professional problems in the teaching-learning process.

There would be equality of status for thos faculty members having differentiated responsibilities for the so-called theoretical and practical aspects of teacher training. The heart of the institute would be an exemplary school which the institute would adopt or organize. The institute and the school would be housed together. Professional education would grow out of the instructional problems of children. Student teaching would be the central focus of the teacher-training program. The professional curriculum would be tailored to each individual and would be so organized that every student, during his stay at the institute, would be simultaneously involved in a stream of student-teaching experiences and a concurrent stream of theoretical seminars, both taught by a team of instructors working with a particular group of student teachers. The institute, with its advantage of being close to the schools yet removed one step from the politics of the local school system, would be directly funded by the state and responsible to the state department of education.

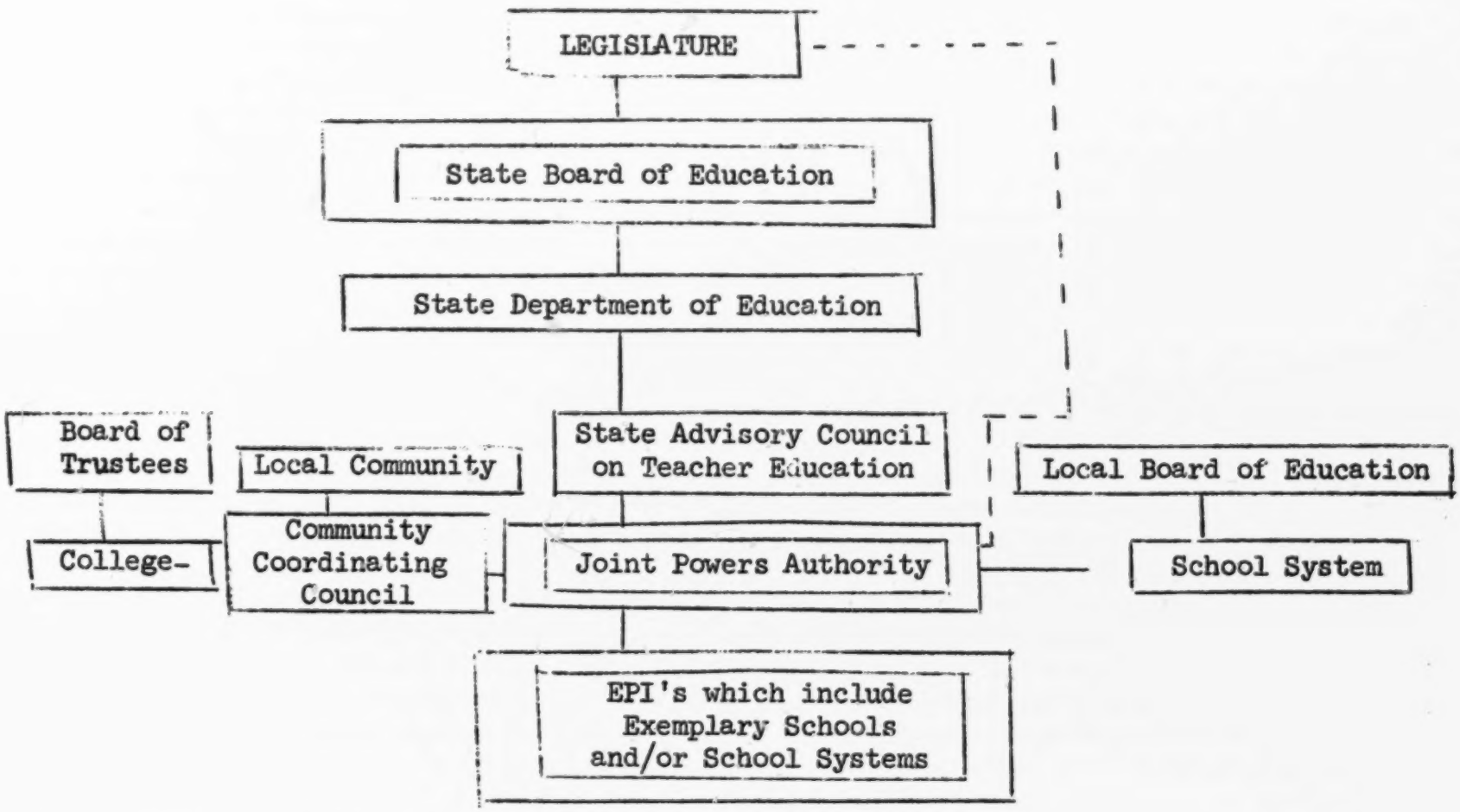
Within state departments of education there would be a specific unit of higher education with responsibility to provide leadership for the institute and to coordinate student teaching. The permanent staff would be a small cadre of higher education and student-teaching specialists. This nucleus would be augmented by yearly appointments of a much larger number of consultants and faculty drawn fro m the institutes, the schools, colleges, and other educational agencies. Advising the state board would be a state council on teacher education, with representation from the institutes, the schools, colleges, and the profession at large. In such an organizational plan there is no need for a separate council on student teaching or separate office of student-teaching coordination. Professional education and student teaching are no longer separate entities; neither are school-college "responsibilities"; all have been integrated.

At either the local or regional level, as shown in Figure II, the EPI would be operated under a joint powers agreement. The "powers" brought together to organize the EPI and to formulate policy for it (within broad state guidelines) would be (a) a local community, (b) a college, (c) a school system, and (d) the state department of education. The four powers would establish an independent local institute board of control which would have fiscal and administrative authority to operate the institute with funds provided by state and federal sources. Each "power" on the governing board would appoint one representative, and these four would choose three others.

The joint powers arrangement has the advantage of local control within a state system, and it brings together on an equal basis the chief resources needed in effective teacher training--the colleges, the schools, the state, and the local community. A joint powers agreement is particularly appropriate for the education of teachers of the disadvantaged and for the most effective coordination and integration of student teaching.

Figure II

STATE ORGANIZATION OF EPI'S



KEY: Policy Development

Policy of Execution

- - - - - Flow of Funds

_____ Delegation of Responsibility

Conclusion

By how, the reader will be aware that we are proposing a radical break with tradition--a break in the organization for professional education as well as in the place, scope, conduct, and coordination of student teaching (with obvious implications for the professional processes of accreditation and certification). The reader also may have thought of structural details and organizational refinements to be added to the EPI, or he may be thinking of other and more appropriate structures.

By now, it is hoped, he has come to the point where he, too, is convinced that reform must give way to creation--that we must in fact go one step further. Or as Robert Browning put it, "Man's reach should exceed his grasp, or what's a heaven for?"